

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

COLUMBUS, MISSISSIPPI, JUNE 23, 1894.

No. 6.

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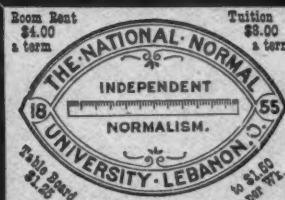
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VOL. XXVII.

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No. 6.

MISSISSIPPI EDITION



And National Educator.

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WHAT does this vast "lobby" for this, and against that, in Washington mean? Are members of congress ignorant? Can they be bought? Are the people being sold out? Yes, selfishness and ignorance costs.

It is extremely fortunate that the educational department of the State of Arkansas is in charge of a gentleman so eminently qualified, energetic and popular.

State Superintendent Shinn performs his work with intelligence, fidelity and zeal. He is fertile in resources. His vindication of popular education on the platform is always lucid, forcible, exhaustive and eloquent. It is gratifying to the friends of the cause to witness the pride that is felt in his administration, and the cordial sympathy that his laborious efforts everywhere inspire. Of course he will be, as he ought to be, re-nominated and re-elected.

THE special aim of this journal, in all its nine editions, is to show in each issue not only what, but how much, our teachers and school officers are doing and need to do to build up the schools and to properly educate the people. We are sure when the patrons and tax-payers understand these facts, they will cheerfully provide for the more prompt and liberal payment of the necessary expenses to sustain the schools. Will our friends please point out these facts and items to their patrons and the tax-payers? Among those who have read and circulated this journal among the people for years the testimony is unanimous, that it brings back in money four-fold its cost to its subscribers. We shall be glad to mail sample copies to any teachers and school officers whose names and postoffice address our friends will be kind enough to send us.

WE learn from the report of the U. S. Commissioner of Education there is a steady increase in the length of the school term, a point this journal has been urging upon the people for years. This, too, counts for a success in spite of the lucubrations of Dr. Rice and the rest of the owls.

WE hope our teachers more and more will print, in the local papers, the good things done in the schools and the good things found in this and in other journals of education. In this way they will get the matter before the people. They will read the home paper. Our teachers train constantly an ever growing intelligent constituency for the local papers.

IGNORANCE costs. Intelligence, justice, wisdom—in these there is safety—in ignorance darkness and danger. Let us establish, extend and multiply these factors of intelligence—the common schools. Their training brings obedience, industry, brotherhood, justice, prosperity.

IN the "art department" of the N. E. A. at Asbury Park in July, the following paper is to be presented and discussed, and their "success" stated as follows: "Art Education and Manual Training," by J. Liberty Tadd, Philadelphia Public Industrial School; "Color in Public School Education," by Mary Dana Hicks, Boston, Mass.; "Perspective in Public School Education," by D. R. Augsburg, Salt Lake City, Utah; "Elementary Art Education in Public Schools," by W. Bertha Hintz, New York Art School; "Modelling in Public School Education," by Elizabeth C. Kent, Minneapolis, Minn.

It costs but a trifle to send a dozen journals to the directors of the school and the leading taxpayers of your district. Teachers are doing more and more of this every month. It is a good plan to keep the people posted up. The politicians understand this. We hope our teachers will do more of it.

ONE teacher writes as follows: "As a result of your address to the people here, our school board have advanced the wages of our whole corps of teachers from eight to twelve dollars per month, and what is better, have given us some 'tools to work with,' beside increasing the school term."

THE Illinois Central Railroad, exceeding its past generosity, but with wise foresight and sagacity, will sell round trip tickets to Port Gibson, Miss., for one fare on July 1st, 2d and 3d. It is expected that other roads in Mississippi will make the same concessions.

WITH sharp power of vision to see the right and with resolute power of action for doing, our more than 400,000 teachers march to success and to victory. What a host they lead—what a host they inspire to noble action! Dr. Rice cannot write this work down. It is too broad, too permanent, too helpful, of too much worth to be hurt by this penny-a-liner.

THE M. & O. R. R. recognize the value of good schools in drawing the best class of people who are seeking homes in the South. "What are your school facilities?" is one of the first questions asked by those who are locating in the South. The managers of this and other railroads in the South are very liberal to teachers and people attending the institute.

THE railroad managers *know* that every good school located and conducted helps to draw an intelligent, industrious, law-abiding class of people to that neighborhood. The Illinois Central Railroad, with wise foresight and liberality, grants to teachers in Mississippi who attend the splendid series of institutes, inaugurated by State Supt. Preston, a rate of one fare for the round trip, or a half-fare rate.

WE have matter enough sent in and left over to fill a dozen such papers as this, and instead of *nine* issues a month, we should like to issue *thirty* papers a month. When our teachers come to comprehend the lasting value of the "printed page" we shall be able to do this. Our school interests, which are and should be made paramount to all others, are largely thrown aside at present, and the time and attention of men is taken up with the low forms and still lower aims of partisan politics and the scheming of ignoble if not dishonorable methods of "getting money." This will not always last. The results are not happy, even now.

WE invite the attention of Dr. Rice, Bro. Hughes and others of "little faith," to the success of the movement upward and forward inaugurated by State Supt. Smith in Tennessee.

DOES this look like a dismal failure, or any other failure, of our common school system in the United States when the total money expenditure for a single year amounts to \$146,800,163? Why go to work to belittle such a measure?

OF the \$146,000,163 expended on our common schools in the United States the salaries of teachers and superintendents consumed \$95,791,630. Certainly there must be some success as a result of so much expenditure. We wish Bro. Hughes, of Canada, would come over and look over the facts more carefully, and substitute for his book one on the "success of our teachers," and let the other one, on "failures of our teachers," go out with Dr. Allen and the rest of the croakers.

WISDOM, if we find that in our teachers and educational leaders, and put it at the *top* to govern, will lead us out of weakness into strength, out of defeat into victory. See report of "The Committee of Ten."

THESE facts as to the increase in the compensation of our lady teachers show success, and not failure. Rhode Island has increased her salaries to women teachers more than any other State—3.71 per cent; Massachusetts is next in line—3.38 per cent; Ohio is third—1.96 per cent. Steady gains you see in compensation and in the length of the school term.

GET ready and *do* something. Only the rustic sits waiting till the river runs dry.

OUGHT not our teachers to instruct the pupils in their schools to practice letter-writing to a large extent, so that they would know how to date, fold and direct letters? We think so, from the fact that the postoffice department reports the number of letters and parcels sent to the dead letter office as 2,996,513. How many letters mis-sent is that per day? What is the remedy? Our teachers should instruct pupils how to write, date, fold and direct letters.

ONE great advantage of the "reading club" will be the bringing of the more intelligent and right-thinking people together socially. We are too much estranged. We live too much apart—isolated too much in both action and sympathy. We shall find a vast amount of good cheer and good feeling following these little gatherings, and all the people will be the better and stronger for this mutual help, and this better acquaintance one with another.

EVERY pupil is not only a learner but a doer. In doing he discovers farther, invents and devises for himself or herself some new power and so gathers new strength. Now put this new strength and power alongside of yours and others too, and you carry things, carry votes, carry provisions for longer school terms, for larger compensation, for more co-operation among parents and pupils. Yes, a cheerful doing wins.

WE are glad to see the following practical topics given a prominent place in the discussions of the N. E. A. at Asbury Park in July: "The Value of Organization," by Sarah J. Cooper, of San Francisco, Cal.; "The Related Development of Morality and Intelligence in the Kindergarten Idea," by Mary McCulloch, St. Louis, Mo.

WE observe that the "Defects of the Secondary Schools" are to be further exploited at the meeting of the N. E. A. at Asbury Park in July. Would it not be safe and wise to have their "Successes" set forth also? We think so.

IF students in our colleges are to be trained there for the practical duties of citizenship, as well as for culture, it would seem to us that the following topics to be discussed before the N. E. A. at Asbury Park in July were all important: "Student Co-operation in College Discipline," by President E. Warfield, Lafayette, College, Pa.; "The Amherst System," by Prof. H. H. Neill, Amherst College, Mass. The Amherst system has attracted wide attention always.

KINDERGARTEN methods and successes are to have a prominent place in the discussions at the meeting of the N. E. A. at Asbury Park in July next, as will be seen by the following already on the programme: "The Psychology of Froebel," by Caroline M. Hart, Baltimore, Md.; "Life Principles in the Kindergarten," by Annie M. Bryan, Louisville, Ky.; "The Necessary Relation Between Kindergarten and Primary Schools," by Lucy Wheelock, Boston, Mass.

WE hope our Arbor Day number, so largely called for, will lead right along into a permanent organization in every town by the teachers and pupils, of a "Village Improvement Society." Our teachers could and would become a lasting blessing if they would organize and keep up a "Village Improvement Society." Get the people together, talk it up and talk it over, and see what can be done. We shall be glad to help in any way that we can.

OBSTRUCTIONS to our work are never wanting, but by cheerful, persistent co-operation these can be overcome. Circulate a few more copies of the AMERICAN JOURNAL OF EDUCATION among the patrons and taxpayers. With cheerful good will, keep up the agitation on the work and the value of our common school system. Let us go in for a united campaign of educational meetings in every county. Get the people into the evening meetings of the institutes. Get up some good music, entertaining, instructive lectures and recitations, and win confidence, power, success.

THE *Boston Journal of Education* says that "expert teachers must have higher salaries, the schools must have many more books and much more apparatus." That is all true. Now if these expert teachers will all take hold and work up public sentiment in favor of this, it can be carried easily. If they let the politicians walk off with the money belonging to the schools to pay the "bum element" for carrying the elections, it will be more than wasted. If the more than 400,000 teachers in the public and private schools of the United States *unite*, it would be better than to face the consequence of this lack of unity. The *Journal* says:

"Whatever else is done, *good teachers must be better paid*. The sooner this is realized the better. It is impossible to keep the best talent in the profession and tempt better talent into it without substantial increase of remuneration. This presents conditions that call for educational statesmanship."

THIS is no holiday conflict—this work of ours, in establishing, maintaining and extending our common school system until it is adequate to educate *all* into the higher duties of American Christian citizenship. Much has been done to establish its worth, its efficiency, its economy. Much more remains to be done. We want the voice, the work, the co-operation of all. Whatever more we can do we are ready and anxious to do. Command us.

IN the line of practical and business education at the N. E. A., in Asbury Park, in July next, papers showing the success and value of these studies will be presented on the leading phases of the following topics: Book-keeping, practical mathematics, penmanship, English and correspondence, commercial law and civil government, shorthand and type-writing. Equally interesting topics will be presented by the elementary, normal, manual, industrial, and musical sections by educational leaders in their respective departments. Let us have the "successes" set forth and relegate the defects to Dr. Rice, et al.

THE I. C. Railroad has granted for all Normals, held in Mississippi for 1894, a one-fare round trip ticket, good for thirty days, and to be on sale the day each Normal opens and the two preceding days.

A Million Dictionaries.

Many who have seen the book say that the publishers ought to sell a million copies of *Everybody's Dictionary*, published this year by The Practical Text Book Company, of Cleveland, Ohio. At the present rate of demand for this book, it looks as if their prophecy would be realized. This dictionary may be carried in the vest pocket, and contains 33,000 words. The publishers want agents in every school and every town.

THE Illinois Central Railroad, exceeding its past generosity, will sell round trip tickets to Oxford, Miss., for one fare on June 9th, 10th and 11th to all who wish to attend the University Summer Normal of four weeks, beginning June 11th, 1894, and designed specially for superintendents, principals and teachers of graded schools in the State. Address for full information Chancellor R. B. Fulton, Local Director.

ILLINOIS.

PROF. J. E. BITTINGER, who keeps up a valuable and interesting educational department in the *Fulton Journal*, says:

The AMERICAN JOURNAL OF EDUCATION, published at St. Louis, J. B. Merwin, managing editor, is one of those all-around, wide-awake, newsy, practical journals. It issues nine editions each month. We are not hired to speak of its merits, nor are we seeking for subscribers, but if you want to know more about its qualities, write to the editor or send him one dollar for a year's trial. We find the following in its columns of interest and surely of great importance to the schools of Illinois.

About one hundred and fifty of the county superintendents and other leading educators of Illinois signed the following strong appeal to school officers to provide proper "tools to work with in the school-room" for all our schools. The undersigned county superintendents and teachers of Illinois call the attention of school directors to the great need of furnishing every school with plenty of good blackboards all around the room, an unabridged dictionary, a set of outline maps, and a good globe. These tools to work with are as necessary to the teacher as the sledge-hammer is to the blacksmith, the saw to the carpenter, or the hoe and the plow is to the farmer.

Therefore, no district, however poor, can afford to do without

these necessary helps. With blackboards, outline maps and an eight-inch globe, any teacher can do from ten to twenty times as much work in quantity and ten fold better work in quality.

The immediate use of these much-needed implements cannot be too strongly urged upon all school officers and teachers, because they are as essential to the success and prosperity of the school as are good desks and seats in the school house.

Reason demands these implements in the school room as potently as necessity calls for the ax, the plow and the hoe upon the farm.

These things are not only invaluable, but are absolutely necessary to the success of any school.

In fact the school law says (Sec. 43 and 48), that directors shall provide the necessary articles for all schools.

WHAT an uplift to the people, and what an advance in public sentiment in favor of better schools would be given if all the teachers in Illinois and other states would keep up an "Educational Department" as able and interesting as this one by Prof. Bittinger in *The Fulton Journal*. It could be done easily and profitably. In fact it is done in a large number of local papers already.

OUR teachers in all the states are becoming alive to the importance of writing and of circulating the printed page among the people. The special advantages of having the printed page largely circulated are these:

If one does not fully comprehend at once what is stated, he has in the printed page the resource of a re-perusal, not only with himself, but with his friends; whereas if the lecturer, preacher or speaker is not clearly apprehended and understood at once, as he goes on, there is no means of obtaining a repetition. By all means our teachers should consult and circulate the printed page among the people.

In the "Higher Department" at the meeting of the N. E. A. at Asbury Park in July, we are to have an interesting paper on "The Future of the Smaller Colleges," by Pres John F. Crowell, Trinity College, N. C.; "The Group System of College Studies," by Prof. E. H. Griffin, Johns Hop-

kins University, Md.; "Control of College Athletics by Faculties and Alumni," by George Wharton Pepper, Esq., Philadelphia, Pa.

WHAT THEY THINK.

NINE thousand children, sent through the postoffice under the direction of *Harper's Young People*, what forty, or rather what fifty Americans, not now living, deserved to be held in special remembrance. The forty receiving the highest number of votes were the following in the order given, with one or two exceptions:

George Washington,
Abraham Lincoln,
Benjamin Franklin,
Daniel Webster,
Thomas Jefferson,
Henry Clay,
Henry W. Longfellow,
William T. Sherman,
Robert Fulton,
S. F. B. Morse,
John G. Whittier,
Washington Irving,
Patrick Henry,
Alexander Hamilton,
R. W. Emerson,
Horace Greeley,
H. W. Beecher,
Andrew Jackson,
James A. Garfield,
Nathaniel Hawthorne,
William C. Bryant,
John Adams,
Philip D. Sheridan,
Cyrus W. Field,
J. R. Lowell,
Robert E. Lee,
J. C. Calhoun,
J. G. Blaine,
Eli Whitney,
D. G. Farragut,
Winfield Scott,
George Bancroft,
Oliver H. Perry,
Charles Sumner,
Noah Webster,
John Hancock,
Edwin Booth,
J. Fenimore Cooper,
John Q. Adams.

These are the forty selected, and as we are also told the names of the next ten on the list, making fifty in all, we may as well consider the whole half hundred, taken collectively. The added names are those of

Peter Cooper,
James Monroe,
James Madison,
Louisa M. Alcott,
Elias Howe,
"Stonewall" Jackson,

Bayard Taylor,
Samuel Adams,
Nathan Hale,
Zachary Taylor.

These, then, are the fifty departed Americans who are now crowned with laurel by some nine thousand living American children. Rightly considered, this is a matter of profound interest. Here is a list for historical composition, for it has been well said that history is the biography of great men.

WHAT TO READ.

THE following list of novels may be of service to some of our readers, who want to be posted on this topic. Have you read them? Can you tell the authors?

The best historical novel—"Ivanhoe."

The best dramatic novel—"The Count of Monte Cristo."

The best domestic novel—"The Vicar of Wakefield."

The best marine novel—"Mr. Midshipman Easy."

The best country life novel—"Adam Bede."

The best military novel—"Charles O'Malley."

The best religious novel—"Ben Hur."

The best sporting novel—"Sarchedon."

The best political novel—"Lothair."

The best novel written for a purpose—"Uncle Tom's Cabin."

The best imaginative novel—"She."

The best pathetic novel—"The Old Curiosity Shop."

The best humorous novel—"The Pickwick Papers."

The best Irish novel—"Handy Andy."

The best Scotch novel—"The Heart of Midlothian."

The best English novel—"Vanity Fair."

The best American novel—"The Scarlet Letter."

The best sensational novel—"The Woman in White."

The best novel of all—"Vanity Fair."

WE are glad to see that "The Relation of Technical to Liberal Education," is to be discussed by Dr. C. M. Woodward, St. Louis, Mo., at the meeting of the N. E. A. at Asbury Park in July. The trend is clearly setting in that direction.

A STRONG ENDORSEMENT.

My appointments have in them a need
Greater than shows itself at the first view.
—Shak.

SO much strong, helpful, valuable work for the education of the teachers and the people was done by the splendid series of institutes conducted under the direction and supervision of State Superintendent Preston, of Mississippi, last year, that the Legislature of the State, speaking for the people through the liberal appropriation which was voted almost unanimously, strongly endorsed these training schools for teachers. The welfare of our public schools in *all* the states is directly dependent upon the spirit of progress existing among the teachers we employ. It costs very little more to attend a normal than to stay at home. Patrons, trustees and pupils will have greater respect for a teacher who annually invests a part of his earnings to *buy new ideas and deeper inspiration*. It makes a better teacher, and they know it. Progressive teachers are sure to get to the front; the self-satisfied and retrogressive will continue to complain of small pay and want of employment. If you have not faith to invest a few dollars to make yourself worthier and your services more valuable, can you expect trustees to continue to invest in you as you are? Provide the little money needed and transmute it into a personal power by a wider culture and a broader intelligence.

THE evening meetings of the institutes held should be made a means for interesting and instructing the *people* in the work done in the schools. The formal details should be dispensed with, and some able, interesting addresses of popular character should be delivered, interspersed with good stirring music. It was by *evening* lectures given that Horace Mann in Massachusetts, Dr. Barnard in Connecticut, and others in other states revolutionized public sentiment in favor of better schools.

A Dictionary for Everybody.

The most useful book of the year is the vest pocket Dictionary, published by The Practical Text Book Company, of Cleveland, Ohio. This book weighs only 2 oz., and its great value consists in its being always at hand when needed. Price, bound in Morocco and indexed, 50 cents. Agents are wanted in every school and town. Write the publishers for full information.

EXAMINATION QUESTIONS.

And breed a kind of question in our work.
—Shak.

WE present the following examination questions for commissioners' certificates, gleaned from the New York State Department of Public Instruction, with their answers:

METHODS AND SCHOOL ECONOMY.

1. Give two characteristics of a proper question for developing work.
2. Why is a brief review of former work essential before beginning developing work?
3. Give two means of securing attention.
4. Give three means of holding attention.
5. Illustrate a method of teaching reduction of a fraction from one fractional unit to another.
6. Why should not a teacher habitually read the questions from a text-book for the pupils to answer?
7. What is the meaning of drill as applied to school-room work, and how long should it be continued upon any given topic?
8. Give three cautions to be observed by teachers to prevent little children from taking cold.
9. How may drawing or sketching be utilized in teaching reading, geography, or arithmetic?
10. (a) What faculty of the mind is exercised most in learning the multiplication table? (b) What faculty is exercised most in solving problems?

ANSWERS—METHODS AND SCHOOL ECONOMY.

1. Should be expressed in language the class can understand. Should generally be based upon previous answer. Other correct answers may be given.
2. To ascertain whether the subject upon which the development work is to be based has been properly understood and learned. To have subject upon which development work is to be based fresh in their minds.
3. Be interested in your subject and in your pupils. *Awaken curiosity.
4. Keep pupils interested. Be well prepared. Be animated.
5. Answers will differ. Example—Divide circular pieces of pasteboard of the same size into different numbers of equal parts. Have children take one-half of one unit and see how many fourths or sixths of another unit it will cover. Children should be lead to draw conclusions, as: $\frac{1}{2} = \frac{2}{4}$; $\frac{1}{3} = \frac{2}{6}$; $\frac{2}{4} = \frac{1}{2}$, etc.
6. Destroys pupil's confidence in a teacher. Other answers will be given.
7. (a) Repetition of matter previously developed, or repetition of matter which the child understands. (b) It should be continued until the essential facts and principles are firmly fixed in the mind.
8. (a) Avoid draughts. (b) See that children are properly clothed when they go out of doors. (c) Do not allow children to remain long in school-room

wearing damp clothing. Other correct answers may be given.

9. A sketch of the object named by a word may be placed upon the board illustrating the subject under consideration. Other correct answers will be given.
10. (a) The memory. (b) The reason.

Educational Meetings to be Held.

- June 19-21—Missouri State Teachers' Association will convene at Pertle Springs, Mo.
- June 19-July 3—North Carolina Teachers' Assembly will convene at Morehead City.
- June 25-29—Ohio State Teachers' Association will convene at Delaware.
- June 26—Texas State and City Superintendents' Meeting will convene at Galveston.
- June 26-28—New York State Music Teachers' Association will convene at Buffalo.
- June 26-29—Kentucky Educational Association will convene at Danville.
- June 27-29—Texas State Teachers' Association will convene at Galveston.
- July 1—Georgia State Teachers' Association will convene at Cumberland Island.
- July 1-6—South Carolina State Teachers' Association will convene at Spartanburg.
- July 2-5—West Virginia Educational Association will convene in Fairmont.
- July 2-6—Arkansas State Teachers' Association will convene at Eureka Springs.
- July 2-28—Summer Meeting of the American Society for the Extension of University Teaching, University of Philadelphia, will convene at Philadelphia.
- July 4—Mississippi State Teachers' Association will convene at Jackson.
- July 9—New Jersey State Teachers' Association will convene at Asbury Park.
- July 9-11—New York State Teachers' Association will convene at Saratoga.
- July 10-13—National Education Association will convene at Asbury Park, N. J.
- July 10-12—American Institute of Instruction will convene with Bethlehem, N. H.

WHO can sufficiently estimate the effect on the mind of the pupils at a time when the mind begins to grasp the reality of things—if then we had a teacher competent to go outside the text-books and put before the pupils the real acts and presence of great men and great women who have helped to make history.

The text-books, good as they are, are but skeletons of topics and methods. Let the teacher's mind be so large, so luminous, so tender as to clothe these forms with the power of action. Yes, our teachers need to reinforce themselves constantly with new light, new know-

What Causes Pimples?



Clogging of the pores or mouths of the sebaceous glands with sebum or oily matter.

Nature will not allow the clogging of the pores to continue long, hence, inflammation, pain, swelling and redness.

What Cures Pimples?

The only reliable cure, when not due to a constitutional humor, is CUTICURA SOAP.

It dissolves sebaceous or oily matter, reduces inflammation, soothes and heals irritated and roughened surfaces, and restores the skin to its original purity.

Besides being the most effective skin purifying and beautifying soap, it is the purest, sweetest, and most delicate of toilet soaps. Sold throughout the world. POTTER DRUG AND CHEM. CORP., Sole Props., Boston.

"All about the Skin, Scalp, and Hair," free.

ledge and new illustrations. We ought in all our schools to give such full and adequate compensation as would enable teachers to do this.

Two million nine hundred and ninety-six thousand five hundred and thirteen letters and parcels sent to the *dead* letter office in Washington, during one year. Children *ought to be taught* in schools how to date, write, fold and direct letters properly. In view of the official record in regard to the number of letters sent to the dead letter office don't *you* think so too? Let us be a little more helpful and practical in our teaching in all the schools

THE readers of the AMERICAN JOURNAL OF EDUCATION will be pleased to learn that the State University of Missouri honored itself in conferring the degree of L. L. D. on W. M. Bryant, teacher of English Literature in the St. Louis High School. Dr. Bryant has been one of our constant and most valued contributors for years. He will wear this honor moderately as he has that of his great wealth of culture and character. Such recognition of an earnest, deep-minded, truth-loving man is well and timely, but Dr. Bryant would not allow us to say even this much here, if he could prevent it. We state the fact as modestly as we can and crave forgiveness.

IN answering advertisements be sure and mention this journal.

FOR FIFTY YEARS!

MRS. WINSLOW'S

SOOTHING SYRUP

has been used by millions of mothers for their children while Teething for over Fifty Years. It soothes the child, softens the gums, allays all pain, cures wind colic, and is the best remedy for diarrhea.

Twenty-five Cents a Bottle.

Mch12t

BIRD DAY IN THE PUBLIC SCHOOLS.

The birds chant melody on every bush.—Shak.

SUPT. BABCOCK, of the Oil City, Pa., schools, has for some time had in contemplation the setting apart of one day in the year to be known as "Bird Day." The primary object was to create a sentiment among the youth that should tend to protect the birds from the small boy's sling and the big girl's bonnet, though the originator no doubt foresaw that this might be a grand opportunity for combining history, literature and science with ethics and philanthropy; of leading pupils into closer communion with nature, their teacher and their Master.

Before executing his designs Supt. Babcock consulted Secretary Morton, the founder of Arbor Day, Gov. Pattison, State Supt. Schaeffer, and a number of persons prominent for their familiarity with bird life, among whom were Olive Thorne Miller and John Burroughs. They all heartily endorsed the project and expressed the hope that this observance might become general. Its first observance took place in the Oil City schools on May 4th, with results most gratifying to all concerned.

There is much preparatory work for such an observance that comes up at different intervals throughout the year; this may be made the subject of language lessons, composition work, etc., and thus develop a habit among pupils of being observing, systematic and accurate.

A note book should be owned by each pupil in which to record facts learned. They will divide birds into three classes: summer residents, winter residents and those that remain during the entire year. Let them keep a record of the exact date on which each of the summer residents was first observed in spring. The source of food of our more common birds is one of the most important subjects and should be thoroughly developed. When we learn that the old robin has been found by accurate observation to provide each of its young daily with a supply of animal food amounting to considerable more than its own weight, we will no longer grudge it a few cherries. Dr. Coues writes of it: "Upon the first arrival of the main body of the birds early in the spring, long before any fruits are ripe, they throw themselves into newly-

plowed fields and scatter over meadows, lawns, and parks, in eager search for the worms and grubs that, later in the season, would prove invincible to the agriculturists were not their ravages thus stayed in advance by the friendly army of robins."

Let the different styles and locations of nests be noted, but with the counsel never to disturb the occupants in such investigations. Collection's of birds' nests and eggs have a legitimate place in advanced scientific study, but to encourage it among small children (unless in instances where the birds have deserted) would foster a spirit of destructiveness—thwarting, in reality, our good intentions.

Their notes will be readily learned, and the appropriateness of such names as pewee, bob-white, whip-poor-will and kill-deer noted; others, as the king-bird or bee-bird, woodpecker and fly-catcher derive their appellation from some peculiarity in habit. "The Baltimore oriole," writes Dr. Coues, "derives its name not from the city of that name, but from the title of Sir George Calvert, first baron of Baltimore, the colors of the bird being chosen for his livery or resembling those of his coat of arms."

Many other topics will suggest themselves, and oftentimes it will be found that the "dull" or "lazy" boy is the one most active and energetic in procuring this information; and better, the impetus given him by this medium is in a measure perceptible in the other departments of his school work.

BESSIE L. PUTNAM.

The Most Useful Dictionary Published.

This is what all pronounce Everybody's Dictionary, recently issued by The Practical Text Book Company, of Cleveland, Ohio. Although the book contains 33,000 words and much general information, it may be carried in the vest pocket. Price in Morocco binding, indexed, 50 cents. Everybody who has occasion to talk, read, or write, should possess a copy of this book, and agents will do well introducing it.

THE RAILROAD IN EDUCATION.

Call it a travel that thou takest for pleasure.—Shak.

OUR four hundred thousand teachers travel for both pleasure and profit. The meetings of the National Educational Association call together many thousands every year. The Southern Educational Association, to be held at

Galveston, Tex., during the Christmas holidays will also attract thousands to that unrivaled and unparalleled sea beach—a continuous drive for thirty miles, with one wheel in the waters of the Gulf of Mexico, and the other on hard paved floor of the beach.

Prof. Alexander Hogg, Supt. of Schools of Fort Worth, Tex., has written a very able pamphlet on the subject of railroads as an element in education. This able document has commanded the attention of the presidents and other leading officers of all the great trunk lines from Boston to San Francisco. It is a marvelous compendium of what the railroads have done for education.

United States Commissioner of Education, Wm. T. Harris, Washington, D. C., writes Prof. Hogg the following letter of commendation which is of so much general interest that we asked Prof. Hogg to allow us to publish it:

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
WASHINGTON, D. C., May 12, 1894.

PROFESSOR ALEXANDER HOGG, Supt. of Schools, Fort Worth, Tex.:

My Dear Sir:—Many thanks for your pamphlet on the railroad as an element in education. I hold substantially the same views that you do regarding the great importance of the railroad as a factor in American civilization. I am accustomed to say that the three chief factors or instruments of American civilization are the railroads, the daily newspaper, and the free school. The school prepares all people to read and understand the printed page. The newspaper furnishes the printed page with a daily exhibit of the important doings of all nations in the world. This brings about a perpetual education on the part of each citizen and throughout his life. He learns every day to understand better the methods and ideas which explain the actions of all human beings, his fellow-men, over the whole earth. He, an individual, thus acquires a knowledge of his greater self, the human race. The railroad performs the great function of connecting the rural population with the city population. It gives to each person who lives near a village on the railroad access to the daily newspaper, and thereby moves him into the city so far as his urban life of participation in the daily spectacle of the doings of the human race is concerned.

The growth of cities in our time is phenomenal. It is due to the invention of labor-saving machines and the increase of productive industry. But the railroad connects an indefinite extent of back country to the city. The old-fashioned city was shut up within it

walls and fostered a sort of artificial life, sometimes with a pestilential atmosphere.

The modern city is connected by the railroad with the country in such a way that its citizens are always participating in city life. The union of the city and country is the product of the railroad. Latest statistics show that the steam power of the United States is equal to about twenty millions of horse-power. Of this about eight millions of horse-power are furnished by the stationary engines used in manufacturing, and about twelve millions horse-power by the locomotives. Hence, we may say steam-power to the amount of twelve millions of horse-power is engaged in moving the city into the country and the country into the city, uniting the pure air of the one with the close human communion of the other.

Very respectfully,
W. T. HARRIS, Commissioner.

WHEN a book is widely read fifty years after its first publication it is pretty good evidence that it possesses great merit. Time is a great winnow of literature of all kinds. *Page's Theory and Practice of Teaching* has survived the ordeal for half a century and is still in great demand among teachers. Considering the large number of books on education that have been written in that time, this is remarkable. Page's work contains the living truth, and that is the reason why it is recommended by all who owe their success in the educational field to the inspiration drawn from its pages. If a teacher could own but one book to aid him in his classroom work *Page's Theory and Practice* should be the one. It has become an educational classic. It should be owned by every teacher, and its chapters read again and again until the thought contained therein is thoroughly assimilated. A new edition has lately been published by A. Flanagan, Chicago. This edition is particularly adapted to the needs of the student. It contains an interesting account of the life of David P. Page, by Prof. Phelps, one of Mr. Page's pupils, and is the only one giving chapter headings and questions for self examination. This will be of immense help in recalling important points, and will render this edition particularly valuable. (For sale by E. L. Kellogg & Co., 61 E. 9th St., New York. Cloth, 80 cents; paper, 50 cents.)

FILL up your local papers with items of progress of your schools

Beware of Ointments for Catarrh that Contain Mercury,

as mercury will surely destroy the sense of smell and completely derange the whole system when entering it through the mucous surfaces. Such articles should never be used except on prescriptions from reputable physicians, as the damage they will do is ten fold to the good you can possibly derive from them. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., contains no mercury, and is taken internally, acting directly upon the blood and mucous surfaces of the system. In buying Hall's Catarrh Cure be sure you get the genuine. It is taken internally, and made in Toledo, Ohio, by F. J. Cheney & Co. Testimonials free. Sold by Druggists, price 75c. per bottle.

THE SCHOOL ROOM.

Remember I have done the worthy service.
—Shak.

THIS month schools are not in session, and many aids and devices for the school-room would not be used if they appeared at this time. Many teachers will be interested in the examinations in various parts of the country, and will also find the following questions very good for reviews, both for advanced pupils and for their own study. The following is a set of questions used by County Supt. T. P. Dooling, of Madison Co., Ills., for second-grade certificate:

GEOGRAPHY.

1. Why is the basin of the Pacific Highlands comparatively rainless?
2. Locate Tropic of Cancer, and explain why it is so placed.
3. Describe three principal tributaries of the Illinois, of the Missouri, of the Columbia.
4. Distinguish between a delta and an estuary. What causes tend to produce each?
5. Account for the difference in climate between Labrador and England.
6. Name townships touched by Silver creek, by Woodriver, by Cahokia.
7. Locate Duluth, Walla Walla, Assumption, Shikoku, Granite, Yosemite, Cartagena, Grantfork, Tegucigalpa, Glasgow.

ARITHMETIC.

1. A, B and C can do a piece of work in a certain time. A and B can do 3-7 of it, and B and C 4-5 of it. In what time can B do it alone?
2. Six per cent. bonds are quoted at 107; how much must be invested to yield \$260?
3. How many dollars can be coined from one avoirdupois pound of silver?
4. Coffee bought for 18 cents a pound loses 12 per cent. of weight in roasting. What must be charged for roasted coffee to gain 15 per cent.?
5. Arrange and solve a problem that will show a practical application of L. C. M.
6. Write solution of either in words: Guy is 15 years of age, which is three-fifths of Cora's age. How long since Cora was three times as old as Guy? (b) If John is two-thirds as old as Henry, and Henry is four-ninths as old as Cecil, and Cecil is three-sevenths as old as John, how old is each?

HISTORY.

1. Mention two of the military operations of the year 1776, 1863.
2. Describe one important battle of the Civil war, including circumstances leading up to it, and its immediate results.
3. Trace the development of means of communication in the United States.
4. Who is governor of New York? Of Missouri? Who is our ambassador to England?
5. Tell briefly what you know of the Bland Seigniorage Bill.

6. What do you know about the Supreme Court?

7. Write a sentence about each: Abercrombie, Burgoyne, Clinton, Drake, Edison, Fithian, Geary, Halleck, Ingalls, Johnston, Kosciusko, Lane, Miles, Pauncetote, Vesuvius.

PEDAGOGY.

1. Define conscience, consciousness, will.
2. What principle should govern a teacher in assigning seats to pupils?
3. Give three reasons for requiring a pupil to write reproduction exercises.
4. What knowledge is worth most to the youth?
5. Give two common causes of injury to the eyes of pupils.
6. By what authority may teachers be legally qualified.
7. What are the sources of school funds?

PHYSIOLOGY.

1. Name two offices performed by the blood.
2. Describe the heart, naming its different parts and their functions.
3. Name two kinds of nerve tissue and describe their relative location.
4. Explain physiologically the cause of pallor.
5. Define tendon, ligament, papillae, epithelium, peritoneum.
6. What is the effect of alcohol on digestion? on the circulation?
7. What bone forms the joint at the elbow? at the ankle?

GRAMMAR.

1. Distinguish between etymology and syntax.
2. Compare idle, up, discreet, old, nigh, round, free, worse, straight.
3. How are verbs classified as to form? Use? Give examples of each.
4. Write sentences containing possessive, singular and plural, of mouse, piano, knight templar, potato, coal.
5. Write an infinitive as a subject of a verb; as a noun in apposition; as object of a verb; as an adjective; as an adverb.

Correct, if necessary: If I was him, I should be ashamed to try again. We sorrow not as them that have no hope. Any one that likes can leave their books here till they are going home. Have you heard how old Mrs. J. is?

7. Write, on separate sheet, an application for a school.

READING.

1. For what objects should pupils be instructed in silent reading? In oral reading?
2. Distinguish between wit and humor.
3. State uses and limitations of concert reading.
4. Give reasons for discarding the alphabet method; for retaining it.
5. At what stage in the pupil's progress would you omit reading? Why?
6. Name five eminent poets and two well-known poems by each.

SPELLING.

The following words have been selected from many lists furnished by superintendents. Many of the words were found in nearly every list examined. Teachers should master them:

- | | |
|-----------------|-------------------|
| 1. bilious | 26. teetotaler |
| 2. veneer | 27. tarantula |
| 3. veracity | 28. swapped |
| 4. incinerate | 29. filial |
| 5. cole-slaw | 30. charivari |
| 6. halibut | 31. bowie-knife |
| 7. elecampane | 32. bobbin |
| 8. sadducee | 33. offal |
| 9. Pleiades | 34. oleomargarine |
| 10. initiation | 35. opossum |
| 11. harelippped | 36. caoutchouc |
| 12. inoculate | 37. mullein |
| 13. syzygy | 38. spikenard |
| 14. saccharine | 39. parachute |
| 15. apocrypha | 40. resurrection |
| 16. plagiarism | 41. rallery |
| 17. icicle | 42. rancorous |
| 18. plebeian | 43. encysted |
| 19. apostasy | 44. dahlia |
| 20. lien | 45. cymbal |
| 21. liquefier | 46. corduroy |
| 22. linchpin | 47. cornucopia |
| 23. gherkin | 48. creosote |
| 24. tariff | 49. Tallahassee |
| 25. tarpaulin | |

FINAL EXAMINATION QUESTIONS.

The following are the questions used in many Illinois counties at the final examination of pupils who had finished the eight years as outlined in the State course of study. All those making an average of 80 per cent. or over were granted a diploma of graduation:

READING—EIGHTH YEAR.

1. Define the following words or give synonyms for them: grateful, freedom, linger, pursue, toils. 20 credits—4 on each word.
2. What is rhyme? Perfect rhyme? Give an example of perfect rhyme. Give an example of imperfect rhyme. 20 credits—5 on each part.
3. What is blank verse? Poetry? A pun? A stanza? 20 credits—5 on each part.
4. Name five American authors and a selection from each of them. 20 credits—4 on each part.
5. Write four sentences about some author whose writings you like. 20 credits.

WRITING—EIGHTH YEAR.

1. Write the small letters.
2. Write the figures.
3. Write the capital letters.
4. Write your full name.
5. Copy the following:

I count this thing to be grandly true:
That a noble deed is a step toward God,
Lifting the soul from the common sod
To a purer air and a broader view.
—J. G. Holland.

SPELLING—EIGHTH YEAR.

1. Annex "ing" to each of the following words: hope, dye, control, hop, singe, die, console, wear, sing, war. 20 credits—2 on each word.
2. (a) What is a compound word? (b) Write five compound words. 20 credits—10 on each part.
3. Write five abbreviations and after each of them write the word for which

it stands. 20 credits—4 on each part.

4. (a) What are synonyms? (b) Write five words and give a synonym for each of them. 20 credits—10 on each part.

5. (a) Write five words that are the names of authors. (b) Write five words in which "logy" enters as a part. 20 credits—2 on each word.

GRAMMAR—EIGHTH YEAR.

1. What is declension? What is a transitive verb? An intransitive verb? Conjugation? 20 credits—5 on each part.

2. Write four sentences each containing an irregular verb in the past tense. 20 credits—5 on each sentence.

3. What is a complex element? An adjective modifier? A clause? A compound sentence? 20 credits—5 on each part.

4. Write two sentences each containing a pronoun in the predicate nominative. Two sentences each containing an adverbial phrase. 20 credits—5 on each sentence.

5. Diagram or analyze the following sentence: "A clownish air is but a small defect, but it is enough to make a man disagreeable." 20 credits.

GEOGRAPHY—EIGHTH YEAR.

1. What is the prevailing form of government in South America? What is the principal mountain range of South America? What part of South America is hottest and what part is coldest? Where is Cape Horn? 20 credits—5 on each part.

2. Name and locate five important countries in Europe. 20 credits—4 on each part.

3. Name and locate five seas of Asia. 20 credits—4 on each sea.

4. In what zones is Africa? Name two important products of Africa. Where is the Suez Canal? Name the principal bodies of water around Africa. 20 credits—5 on each part.

5. What and where is Peru? Sardinia? Sydney? Amoor? Congo? 20 credits—4 on each part.

HISTORY—EIGHTH YEAR.

1. When was Washington inaugurated president the first time? What caused the Whiskey Insurrection? What was the Alien Law? Who was the successor of Washington as president of the U. S.? 20 credits—5 on each part.

2. What was the "Right of Search?" During whose administration was the Erie Canal built? What caused the Black Hawk war? In what locality was it carried on? 20 credits—5 on each part.

3. Who was president during the Mexican war? What caused this war? What caused California to be settled so rapidly? What was the Fugitive Slave Law? 20 credits—5 on each part.

4. What is the object of the Interstate Commerce Bill? From what nation was Alaska purchased? For what sum? What was the Emancipation Proclamation? 20 credits—5 on each part.

5. Who were the Grangers? Name five prominent generals of the Civil War. In what year and where was the

Centennial held? What does the World's Fair commemorate? 20 credits—5 on each part.

ARITHMETIC—EIGHTH YEAR.

1. Define involution. Sold a house for \$1750, which was a profit of $12\frac{1}{2}$ per cent. What was the cost? 20 credits—5 on definition and 15 on problem.

2. Define proportion. If A and B have together \$10,000, and $\frac{3}{4}$ of A's money equals $\frac{2}{3}$ of B's money, how much money has each? 20 credits—5 on definition and 15 on problem.

3. What is a triangle? What is the area of a board that is 12 feet long, 16 inches wide at one end and 9 inches wide at the other? 20 credits—5 on definition and 15 on problem.

4. What is a cone? What are the contents of a cylinder whose altitude is 6 feet 6 inches, and the diameter of its base 3 feet? 20 credits—5 on definition and 15 on problem.

5. What is a bond? Loaned \$1600 at 6 per cent. until it amounted to \$2,000. How long was it loaned? 20 credits—5 on definition and 15 on problem.

PHYSIOLOGY—EIGHTH YEAR.

1. Define anatomy. What is the function of the sebaceous glands? What is a tendon? What is a vein? 20 credits—5 on each part.

2. What is the function of the heart? Give the composition of the blood. Why is more than one kind of food necessary? What is a narcotic? 20 credits—5 on each part.

3. Describe the stomach. Give its function. What is the chief function of the gastric juice? Give a reason why eating too often may be harmful. 20 credits—5 on each part.

4. Locate the lungs. What is their function? Name the five special senses. Name one way in which the eyes may be injured. 20 credits—5 on each part.

5. Name two kinds of joints found in the body. Give an example of each kind. Write two sentences about the effects of alcohol upon the system. Why should we sit or stand erect? 20 credits—5 on each part.

CIVIL GOVERNMENT—EIGHTH YEAR

1. What is the function of the executive department of government? How many days of school must a district have to draw the public fund? 20 credits—10 on each part.

2. What is the chief duty of an assessor? Of a justice of the peace? 20 credits—10 on each part.

3. What are the qualifications requisite to become a Representative in Congress? A Senator? 20 credits—10 on each part.

4. What is treason? Its punishments? 20 credits—10 on each part.

5. Name five state offices and give the chief duty pertaining to each office. 20 credits—4 on each office.

CHEAPNESS, our school officers should remember, at the ruinous expense of unfitness, is not only infidel, but dishonorable.

BILL NYE'S METHOD.

For always the dullness of the fool
Is the whetstone of the wits. —Shak.

SOMETIMES, when the children were slow to remember a word and hence its corresponding letter, I have drawn the object on a blackboard or on the side of the barn.

For instance, we will suppose that D is hard to fix in the mind of the pupil, and the words to which it belongs as an initial do not readily cling to memory. I have only to draw upon the board a Deuteronomy, a Delphi, or a Dishabille, and he will never forget it. No matter how he may struggle to do so, it will still continue to haunt his brain forever.

Those who have used my method say that after mastering the alphabet, the binomial theorem and the rule in Shelly's case seemed like child's play. This goes to show what *method* will accomplish in the mind of the child.

IGNORANCE.

Ignorance is the curse of God; knowledge, the wing wherewith we fly to heaven. —Shak.

"WHERE ignorance is bliss,
'twere folly to be wise."

Whether this be true or not need not now be discussed. Not to know what we ought to know cannot be happiness, and to know what we ought not to know is not bliss. A desire to pry into that which is harmful is wrong. Young people sometimes get drunk in order to know how it feels to be drunk. They want "to know the world," and plunge headlong in a round of dissipation.

There is much to know that should be known, and much that better never be known. What to know and what not to know is part of the business of the teacher, and it is his business also to start the pupil in pursuit of proper knowledge. To be honest is better than to be smart. To make a living is better than to tell how to make it. To obey law is better than a treatise on law. Just now the country is suffering untold misery from ignorance in office and there is a feeling that wrongs can be righted outside the ordinary channels of law.

Law and order leagues band together to enforce law as they claim through the channels of law. Such organizations are usually only mobs using the law to enforce their will by methods more slowly than other mobs in the sacred name of justice punish because the law is too slow.

Men complain of the burdens of taxation, and tramps and "industrial armies" levy forced contributions on the people that the "sacred right of petition with boots on" may be maintained. It is but the old cry of the "sacred right of insurrection" that was blown from the streets of Paris by Napoleon's cannon a hundred years ago. What has the school teacher to do with all this? It is his business to train the children. True. But his most difficult and most efficient work is done in training the parents and community. He is one factor, and no small factor, in directing the sentiment of a community. There is growing desire to find soft places, and when found the occupants are too soft to do anything.

The teacher must discriminate. The world must be taught that each one must do at least some one thing, and do that well. The great body of teachers in the common schools are immature boys and girls. Many of them of very limited knowledge of the text books they are expected to teach. For ignorance and immaturity to lead the ignorant and immature will be as fatal as for the blind to lead the blind.

No one under the age of 21 years should be licensed to teach. The state withholds the right of suffrage from those under 21; yet the casting of ballot does not need more age nor judgment than to train 40 or 50 children. "Israel doth not know, my people doth not consider," was the cry of the prophet when looking over ancient Israel. he beheld the whole head sick, the whole heart faint. and wounds, bruises and putrifying sores over the whole body of the nation. With ignorance in the school board, among the teachers, in the halls of legislation, among the masses, the crying want of the age is for knowledge of the things that pertain to our peace. Among them are, that old established institutions and rights are not to be lightly treated or rudely thrust aside; such as Home, the Church, the State, Civil Society. The forms of law, as administered by the courts, the rights of property, the sacredness of personal liberty, the right to earn an honest living by honest toil.

J. N. DAVID.

PAY the price, and get the genuine article, or go without rather than perpetrate a fraud.

The Petrified Fern.

It is the show and seal of nature's truth.
—Shak.

A SCHOOL DECLAMATION.

In a valley, centuries ago,
Grew a little fern leaf, green and slender,
Veiling delicate and fibers tender;
Waving when the wind crept down so low;
Bushes tall and grasses grew around it.
Playful sunbeams darted in and found it,
Drops of dew stole in by night and crowned it,
But no foot of man e'er trod that way;
Earth was young and keeping holiday.

Monster fishes swam the silent main,
Stately forests waved their giant branches,
Mountains hurled their snowy avalanches,
Mammoth creatures stalked across the plain;
Nature reveled in grand mysteries,
But the little fern was none of these,
Did not number with the hills and trees,
Only grew and waved its wild sweet way;
No one came to note it day by day.

Earth, one time, put on a frolic mood,
Heaved the rocks and changed the mighty motion
Of the deep, strong currents of the ocean.
Moved the plain and shook the haughty wood,
Crushed little fern in soft moist clay,
Covered it and hid it safe away.
O the long, long centuries since that day!
O the agony, O life's bitter cost,
Since that useless little fern was lost!

Useless! Lost! There came a thoughtful man
Searching nature's secrets, far and deep,
From a fissure in a rocky steep
He withdrew a stone o'er which there ran
Fairy pencilings, a quaint design,
Veinings, leafage, fibers clear and fine,
And the fern's life lay in every line!
So, I think, 'God hides some souls away,
Sweetly to surprise us the last day.

A Great Success.

The vest pocket dictionary, published by The Practical Text Book Company, of Cleveland, Ohio, is pronounced by everyone who has seen it, a great success. It gives the spelling, pronunciation, syllable divisions, definitions, etc., of 33,000 words, and general information. Price, indexed and bound in Morocco, 50 cents. The publishers desire an agent in each school and town.

It is a good plan to publish in the local county papers the amount of school funds on hand, and the way the fund is expended. The people want to know where the money goes.

MISSISSIPPI.

Beyond what can be valued.—*Shak.*

HON. J. R. PRESTON, State Supt. of Public Instruction, has inaugurated a series of Summer Normal Schools for this State which will do a vastly beneficial work for the teachers and the taxpayers.

THE UNIVERSITY SUMMER NORMAL, a Peabody State Institute of four weeks, beginning June 11, 1894, and designed especially for superintendents, principals and teachers of Graded Schools, with a faculty comprising such instructors as

Chancellor R. B. Fulton.

J. H. Phillips, Superintendent of Birmingham Public Schools, Director. Graded school work: Organization, Course of Study, Government, etc.; Civil Government, U. S. History.

Miss Mary A. Cahalan, Principal Powell Public School, Birmingham. Drawing, Elementary Science, Geography, Physical Culture, Reading, Language Lessons

Miss Minnie Holman, Birmingham Public Schools. Primary Work, Graded School Music.

R. W. Jones, University, Physiology; J. W. Johnson, University, Physics; Alfred Hume, University, Arithmetic; J. W. Fox, West Point, Mental Arithmetic; W. R. Sims, University, History of English; T. L. Trawick, History of Mississippi.

Conductors' School—Dr. Joseph Baldwin, Professor of Pedagogy, University of Texas, Director.

Dr. Phillips, Miss Cahalan and Miss Holman will outline and develop what it takes to constitute a well organized school, showing the proper work to be done in each grade and how to do it. Their instruction will be strictly practical, and will be illustrated by an exhibit of work done in the Birmingham public schools.

No teacher of a graded school in Mississippi can afford to miss this course.

If alive to the school interests of their town, trustees must look approvingly upon teachers who avail themselves of these exceptional opportunities.

Wise trustees will select teachers who keep abreast of the educational progress of the times. The schools are for the children—it is the sacred duty of teachers to grow stronger and better year by year.

OUR TOWNS have built and equipped elegant school-houses—they are not going to be satisfied

with any but the most progressive teachers. The Summer Normals are maintained for work—not for amusement. Come, if you mean to work earnestly. Bring your text-books with you for study and reference. Suitable instruction will be provided for all who come.

The Legislature, speaking for the people through the liberal appropriation which was voted almost unanimously, endorsed these training schools for teachers. Patrons, trustees and pupils will have greater respect for a teacher who annually invests a part of his earnings to buy new ideas and deeper inspiration. It makes a better teacher, and they know it. Provide the little money needed and transmute it into personal power. Come at the beginning; come to stay to the end; come to do your best.

SPECIAL RAILROAD RATES.

THE Illinois Central Railroad, exceeding its past generosity, will sell round-trip tickets to Oxford for one fare on June 9, 10 and 11. We hope the other roads will make the same concessions. If you cannot buy a round trip ticket from your home depot, get a ticket and certificate to nearest junction on I. C. R. R., and there buy a round-trip ticket. If you start after June 11, you will have to pay one fare and a third on the certificate plan, and must get from your home depot agent a certificate showing that you paid full fare going—otherwise you will not get reduced rates returning. If you travel on two railroad lines, get a ticket and certificate on each.

Dr. Jones will instruct teachers how to deal practically with the principal demonstrable phenomena in physiology.

Dr. Johnson will present a series of carefully selected experiments which can be performed in the schools with simple apparatus constructed by the teacher or purchased at small cost. Ample experimentation will be allowed.

Dr. Hume will present the essentials of arithmetic, with such parts of algebra and concrete geometry as should be taught instead of many useless subjects embraced in current arithmetics.

Conductors' School—June 25th to July 6th—Dr. Baldwin, the eminent educationist and author, will have charge of the Conductors' School, and will also deliver a series of lectures to the entire assembly.

The State Teachers' Association will hold its annual session at the University, beginning Friday morning, July 6th.

THE BOONEVILLE NORMAL.

Take upon command what help we have
That to your wanting may be ministered.

—*Shak.*

THE M. & O. R. R. will sell round-trip tickets for one fare on June 2, 3 & 4 to all who wish to attend the great summer normal school to be held at Booneville, Miss. These schools advertise the facilities afforded for educating the children, just the information needed by those seeking new and desirable locations in the south. These tickets will be good for 30 days.

ANOTHER Summer Normal will be held at Booneville, which is also a Peabody State Institute, beginning June 4th, and continuing four weeks. This will also be free to all white teachers. The faculty will be composed of

Wickliffe Rose, Peabody Normal College, Nashville, Director; Science and Art of Education, Physiology.

Miss Corinne Harrison, Norfolk, Va.; Primary Work, Spelling Reading, Composition

Miss Ida L. Duncan, Jackson, Tenn.; U. S. History, Writing.

J. U. Barnard, Department of Pedagogy, University; History of Mississippi, Civil Government.

F. A. Millidge, Woodville, Miss.; Geography, Botany, Physics.

S. P. Walker, Booneville; Arithmetic and Mental Arithmetic.

Miss Kate Dyson, Instructor in English, I. I. & C.; Grammar.

The Booneville Normal is designed for teachers of village and rural schools, and will continue four weeks, six days per week. Equipped with a superb corps of trained instructors, it should be attended by every white teacher in Northeast Mississippi.

The Summer Normals of last year gave a new impetus to public education in the State. The large attendance and successful work induced the Legislature to appropriate \$1,500, and Dr. Curry to donate \$3,000 for the support of Summer Normals this year. Booneville contributed \$300 to secure the location of the Normal.

The Legislature, speaking for the people through the liberal appropriation which was voted almost unanimously, endorsed these training schools for teachers. The welfare of our public schools is directly

dependent upon the spirit of progress existing among the teachers we employ. It will cost very little more to attend the Normal than to stay at home. Patrons, trustees and pupils will have greater respect for a teacher who invests annually a part of his earnings to buy new ideas and deeper inspiration. It makes a better teacher and they know it. You are not willing to remain as you are; you want to rise higher every year. A Normal Institute is almost at your door. It will help every earnest attendant. Can you afford not to attend? Progressive teachers are sure to get to the front, the self-satisfied and retrogressive will continue to complain of small pay and want of employment. If you have not faith to invest a few dollars to make yourself worthier and your services more valuable, can you expect trustees to continue to invest in you as you are? Provide the little money needed and transmute it into personal power.

Those desiring to attend should notify the management Supt. E. T. Tyra, Booneville, Miss.

KENTUCKY.

THERE is to be a *grand rally* of the educational forces in Kentucky at Danville, June 27th, 28th and 29th. It is to be a convention of "Institute Instructors," in conjunction with the meeting of the State Teachers' Association.

The Committee on Transportation will obtain the same special rates for Institute Instructors as for members of the N. E. A.

The hotels of Danville will, doubtless, make a reduction of their regular rates.

The importance of such a meeting cannot better be indicated than by quoting at length the report of the Committee on Aims and Methods, formulated and adopted at Frankfort:

"The objects of 'Institute' work in Kentucky are stated to be an effort to quicken and arouse the interest of the teachers and the community in *Educational work* throughout the State.

To reveal to the teachers somewhat of their deficiencies and their capabilities, and to inspire them to strenuous efforts in the use of their opportunities, and in the increase of their professional skill.

To increase the spirit of professionalism among teachers, and to *unify them* in the several communities and throughout the State.

To magnify the public school system in the eyes of the people of the commonwealth, and to urge each community to supplement the work of the State, with financial and moral support, and to disseminate accurate information of the character and condition of the school system in Kentucky.

To impress the necessity of a graded system of study and recitation in all the public schools of the State, together with a careful record of the work done by each pupil during each term of school.

To give some practical instruction in educational psychology and its daily applications.

To discuss and illustrate the latest and best methods of presenting the various branches to the different grades of pupils.

To emphasize the educative value of the different studies in the common school curriculum.

To cultivate the social amenities and afford the teachers an opportunity of mingling with one another as ladies and gentlemen."

ALL ALONG THE LINE.

EWING, ILL., May 16, '94.

EDITORS AMERICAN JOURNAL OF EDUCATION.—The JOURNAL has been so persistently and successfully urging the teachers to freely make use of the columns of the local daily or weekly newspaper in the county or city or village, in reporting the increasing interest and advancement of the school that we improve the occasion. No one more than the parents can realize the pleasant union of teacher and pupil. Through all the weeks of the school year, this progress is watched for, and culminates in the closing exercises of the graded school. These reflections came to us when we were reading the account of commencement week, as given in the *Daily News*, of Mt. Vernon, Ill. We can mention only one or two of the many good things said and written by the pupils.

"Singleness of Purpose," an oration by Miss Bessie Whicher, was one of the most interesting numbers upon the programme. Perfectly collected, confident in the thoroughness of her preparation and mastery of her subject, the manner of the young lady engaged attention at the beginning, and her superior line of thought held it to the close of her argument—why a good purpose, once adopted, should be followed steadily, unflinchingly and without deviation to its suc-

cessful accomplishment. As she pictured what good results would follow such a course, it was in the minds of many that the ability and talent she displayed was a most striking instance in her line of argument that possibly had not occurred to her.

Another oration by Walter Gibson, a young orator who believes there is no place like home, and taking "The Modern Egypt" for his topic, particularly pictured Southern Illinois in a way that reflected great honor on "Egypt" and its ardent young advocate.

THE Booneville normal is designed for teachers of village and rural schools, and will continue four weeks, six days per week. Equipped with a superb corps of trained instructors, it should be attended by every white teacher in northeast Mississippi. The M. & O. R. R. liberally grant a rate of one fare for the round trip to all who attend.

HOW TO TEACH GEOGRAPHY.

Is a good captain, and is good knowledge.

—Shak.

FROM page 36 of this program and syllabus of county institutes in Tennessee by Hon. Frank Smith, State Supt., we present the following method of teaching geography. We are quite sure it will be found to be practical and helpful wherever used—in Tennessee, Texas, Maine, California, or any other State. These "good forms" for doing the work of the school room or the work of the world are not subject to the boundaries of State lines.

GEOGRAPHY:

1. Primary oral lessons, synthetic method:
 - (a) Draw map of school-room.
 1. Mark the objects.
 - (b) Draw map of play-ground.
 1. Mark the objects
 2. Teach distance and direction.
 - (c) Draw map of—
 1. Farm or town.
 2. District.
 3. County.
 4. State.
 - (d) Shape of the earth.
 - (e) Text-book introduced.
2. Advanced, analytic method.
 - (a) Use of molding board.
 - (b) Use of apparatus.
 - (c) Topics versus "book lessons."
 - (d) Map-drawing.
 - (e) Special outlines.

3 Method of teaching by topic list, beginning with the earth's surface as a whole. Topic list in logical order.

(a) Outline: Situation, size, boundary.

(b) Surface: Waters, drainage, mountains, soil.

(c) Climate: Vegetation, latitude, longitude, elevation, currents, winds, distance from the sea.

(d) Productions: Mineral (or natural), agricultural, manufactured.

(e) Occupations.

(f) Political divisions.

(g) Chief towns, including capital.

(h) Government.

(i) Population.

(j) Civilization.

(k) History.

4. Method of review.

5. Model recitation.

REQUISITES TO SUCCESSFUL TEACHING.

1. Upright life of the teacher.
2. Love
3. Good order:
 - (a) What is it?
 - (b) How secured.
4. Attention:
 - (a) Power.
 - (b) How secured.
5. Study:
 - (a) By the teacher.
 - (b) By the pupils.
6. Facilities:
 - (a) Comfortable school-room.
 - (b) Good desks.
 - (c) Plenty of "tools to work with."
7. Co-operation of directors.
8. Co-operation of patrons.

WE hope we may hear much of the advantages and successes of the following topics in their discussion before the N. E. A. at Asbury Park: "The Psychology of Imitative Functions in Childhood," by Dr. W. T. Harris, Washington, D. C., and Prof. Josiah Royce, Harvard University; "The Co-ordination of Elementary Studies," by Supt. L. H. Jones, Indianapolis; "The Co-ordination of Studies in Elementary and Secondary Schools" by W. H. Bartholomew, Louisville, Ky.; "The French System of Moral Education," by Dr. Joseph Baldwin, Austin, Texas; "Principles of Co-ordination for Elementary Studies," by Dr. Chas. DeGarmo, Swarthmore, Pa. Let the croakers be relegated to the rear.

\$1.50 FREE.

Cut out this Coupon and send it with \$1.00 in cash and we will send you by return mail . . .

A Century . . . Fountain Pen.

This is the best Fountain Pen made. Regular price, \$2.50. Every pen warranted satisfactory or money refunded. This offer is to test the value of this paper as an advertising medium, and is good for one pen only.

CENTURY PEN CO.,
WHITEWATER, WIS.

Does Your Head Ache?

Dr. FISHER'S POWDERS

ARE A POSITIVE CURE

For all kinds of Headache and Neuralgia. Recommended the world over by leading physicians. Perfectly harmless. Always reliable. Sold by all druggists, or mailed on receipt of price, 25 cents.

FROM LABORATORIES

DR. P. FISHER & SON,
Edwardsville, Ill.

BUY DIRECT AND SAVE DEALER'S \$12 AND AGENT'S PROFITS. Buy our Oxford Boss Bicycle, suitable for either sex, made of best material, strong, substantial, accurately adjusted and fully warranted. Write to-day for our large complete catalogue of bicycles, parts, repairs, etc., free. OXFORD MFG. CO.,
338 Wabash Avenue. - CHICAGO, ILL.

C. & A. RAILROAD

The Great Popular Route from

ST. LOUIS TO CHICAGO,

And all points in the North and Northwest and to all Eastern cities, and from St. Louis to Kansas City and all points West. Connecting in Union Depots, Pullman Palace Sleeping Cars, Pullman Parlor Buffet Cars, Palace Dining Cars, Horton Reclining Chair Cars, without extra charge.

See that your ticket reads via

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D. BOWES, Gen. West. Pass. Agt., J. M. HUNT, City Pass. & Ticket Agt.

216 North Broadway,

ST. LOUIS, MO.

NEW YORK.

HON. J. F. CROOKER, State Sup't. Public Instruction, New York, says:

"There are 12,015 public schools in the State, of which over *ninety per cent.* are outside the cities. There were 32,476 teachers employed in these schools, and the attendance of pupils reached 1,083,228.

"The total amount paid for salaries of teachers in the public schools during the past year was \$11,883,094.94. This amount exceeds that of the previous year by \$262,028.21. To teachers employed in city schools \$7,146,693.05 were paid, an increase in the total amount of \$98,280.23. The teachers employed in country districts received \$4,736,401.89, which sum was \$163,747.98 greater than was paid them the previous year. The average yearly salary paid to each teacher employed in city schools was \$728.36, being \$12.40 less than the average each received the previous year, while that of teachers employed in the country schools was \$303.57, an increase over the previous year of \$6.05 on the average to each.

TRY.

BY THE AUTHOR OF "PRESTON PAPERS."

"We are born to do benefits."—Shak.

NO teacher is so humble, so isolated from the great *general cause* of education that her influence is not felt for the moral, intellectual and physical development of the entire nation. Remember this and TRY, by elevating the standards of each department of your work,

1. To create a strong sentiment in your pupils for each of the cardinal virtues, always remembering that unless you *have* this nobility, you cannot inspire it in others.

2. To impress upon each of the minds over which you hold temporary sway, the facts that *courtesy* is desirable, that *cleanliness* is essential, that *kindness* brings a reward peculiar to itself. These are "lesser" (?) virtues, but indispensable in a well rounded character.

3. To instill the principles of attention, order, submission to law, reverence for God (*and humanity*), punctuality, accuracy, even in little things, and in *whatever* is done to be in earnest.

4. To *emphasize your beliefs*. Your doubts, on any subject, will take care of themselves. *Sow faith* if you would reap peace.

5. To find the germ of good which exists even in the most evil heart. Yours may be the crown given for its fostering and development, when the little seed is found in the heart of a child with wayward tendencies, and yours the hand to lead it in the right way. *Teach as for eternity.*

6. To inculcate care, thought and training for the body as well as the mind and heart. Life is not given to be wasted, but to be protected—as can not be done if left at haphazard.

7. To get others to walk with you in the way of progress. Do you know a dull teacher? *Help wake him up.* A perfunctory one? *Breathe upon him with your surplus enthusiasm*, but be sure you have the enthusiasm to spare. A tired one? Show her how to rest; *so few people know how.* A lazy one? Oh my! Your task will be difficult; but you must, you absolutely *must* inspire him (her?) with energy. A discouraged one? Show him how education stands now, as compared with your first recollection of it. An enthusiastic one? *Stay her hands!* Don't be a wet blanket on optimism. Always be ready to *believe the best*, then you will be ready to do the best and be the best. *Try* to see how many others you can impress with the best belief and work.

37 W. Tenth St., New York City.

PROF. CHAMP CLARK, who stands up in Congress for Missouri, formally announces his candidacy for renomination. The action of the congressional committee in fixing the basis of representation on the congressional vote insures Mr. Clark's nomination without a contest. We are glad he is to win so easily. He deserves it.

A COMMITTEE of the leading respectable teachers in the State of New York finally woke up to the "invaluable aid of the press." When the teachers in *all* the States utilize the press by showing the value of their work, the work will receive recognition, otherwise this question of establishing, maintaining and extending our schools will be the mere foot-ball of unscrupulous politicians who want the money to use for partisan purposes. We are glad to second the efforts of the teachers of New York, or any other State, in this direction. These New York teachers say: "We ask the invaluable aid of the press in placing before the public

short and long articles, correct in fact, intelligent in deductions, commendable in object, uncolored by political or sectarian motives, and worthy the respect and confidence of readers. Thus all interested may have the means of arriving at the truth in a matter that so *vital*ly concerns the welfare and the good name of the great State of New York" and of every other State.

IN Michigan Supt. Pattingill calls his great meetings "The Council and Rally." The people come 700, 800 and 1,000 strong. Tax-payers, school officers, teachers consult for two or three days together and lay broader plans for more successful work in establishing, maintaining and extending the common school system in the State. There is co operation, good feeling and a new interest awakened in the educational plans and purposes of the people. Good music, good speaking, recitations, declamations, are given, and the most cordial, friendly feelings are begotten. People throw open their homes for a day or two to those in attendance and the social features of these gatherings have come to be looked forward to with great pleasure. There is in all this unity of effort great good accomplished, for people thus brought together become more genial, cordial, helpful. We need just such gatherings in all the States to bring the people into unity of effort and harmony of action.

SOME of the County Superintendents in Illinois have caught this spirit and are working up plans to have more frequent gatherings of the people to discuss plans and "ways and means" of promoting a broader interest in the education and uplifting of the masses.

We commend the success achieved by Prof. Bittinger, of Fulton, in broadening the work of the Institute so as to include lectures on agriculture, manufacturing, the ministry, teaching, the law and other related topics, showing the interdependence of each of these lines of effort.

No one can be successful unless *all* are successful, and these diversified industries are everywhere and all the time a help and a blessing. There is unity to be gotten from such discussions and help and strength.

Missouri, too, has inaugurated this plan of union meetings with

great success. Several county commissioners have made arrangements for these meetings. Teachers are encouraged, their work and plans are becoming better understood. There is more co-operation, more unity. Good music, good addresses, good cheer help on the work, and each person is made partaker of these large benefits and goes to his work on the farm or in the office, or in his chosen profession largely re-inforced for a wider sphere of effort and a richer, nobler life. Let us multiply by all legitimate means these great gatherings of the people.

THE *Benton Journal of Education* says that "only by the greatest wisdom and *heroic activity* can the schools retain their share of the public appropriations."

For more than a quarter of a century we have been urging the teachers to circulate journals which were *helpful* in building up the schools among the people. The *Educational Courier*, of Louisville, Ky., recognized this effort cordially and most earnestly commended it by publishing the fact as follows:

"Some time since the editor of the AMERICAN JOURNAL OF EDUCATION, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and tax-payers, would re-imburse each teacher circulating it *fourfold* its cost in a single year. The teachers caught the idea, and wisely and zealously aided in the effort until 150,000 copies were put into circulation. At the close of the next year the Report of the Superintendent of Public Instruction for Missouri showed an *average increase* in the wages paid each teacher of \$19.62. Of course it was not claimed that all this was due to this journal, but that it was an active and prompt and the principal factor in securing this *increase* in the compensation of our teachers, no intelligent person will deny."

Why don't the teachers take hold and circulate these *helpful* papers in *all* the states just as the politicians do when they wish to carry any mere party measure. Let us *all* enter vigorously upon this campaign of *educating the people*.

"CHEAP and nasty." Do you want it? Not if you are wise

J. B. MERWIN, editor AMERICAN JOURNAL OF EDUCATION, will deliver an address before the teachers' institute in Scott Co., Mo., Friday evening, June 2. Subject, "Topics of the Time,"

THE Erina Literary Society, of Creal Springs College and Conservatory of Music, provided at their own expense a short time since, two lectures of a literary character entirely free to the citizens of Creal Springs. The Congregational Church, the largest audience room in the city, was packed both evenings. The music, furnished by the students of the Conservatory of Music, was of a high order of merit, and was greatly enjoyed by the large audience present. One of the pleasant features of the occasion to the speaker was the preparations made by the society for meeting the lecturer at the depot on the arrival of the train by a committee of the society composed of its officers and some of the leading citizens of Creal Springs. Such attentions show, not only a thoughtful kindness, but a high, clear sense of propriety and duty on the part of the students. Every possible attention was also shown us by the host and hostess of the Ozark Hotel, so that our visit was altogether delightful and we hope profitable.

BLACKBOARDS.—A blackboard in a school-room is of more importance than a looking-glass. No matter how good-looking anyone is before the latter, if he cuts a sorry figure before the former he is unfitted to make his appearance in public as a teacher.

INTEREST THE PARENTS.

Love gives me strength, and strength shall help afford.—*Shak.*

PROF. S. A. BAER, of Reading, Pa., gives these practical suggestions to help irregular attendance, in an address lately delivered at Reading, Pa.:

"There is evidence all around us that many parents and children are so depraved that they positively refuse to be made the sharers of the blessings of an education.

"Having discussed the causes of truancy and irregular attendance, the question follows naturally: *Is there a remedy?* And if so, what is it? In reply to these questions we would submit the following:

"Pay attention to the subject of attendance. Let the superintendent and the teachers frequently direct the attention of pupils and parents to the fact that whenever a pupil is absent he loses in many ways.

"Secure the co-operation of parents. Interest them in the work of the schools, and get them to ap-

preciate the value of an education. Systematic visiting on the part of teachers will do much good to create harmony between parents and schools. In some cities this is enjoined by the authorities.

"Employ men and women as teachers who, in addition to scholarship and professional training, possess heart-power to influence the children for good. If the teachers feel right towards their pupils they will seek to interest them and hold them in school as long as they are able to stay."

INDIANA.

PERHAPS no independent normal school has had a more successful history than that of the Northern Indiana Normal School of Valparaiso. The school was organized Sept. 16, 1873, with 35 students. This year the total enrollment will exceed 4,000. At the beginning there were three teachers; now there are forty-two. Since the opening of the school more than \$250,000 has been invested in buildings and apparatus. The attendance is from every State and Territory in the Union, and from many of the provinces of Canada. The success of the school is due to the indomitable perseverance of its founder and president, H. B. Brown.

Home Geography.

You live in what town or city?
It is in what county?
In what State?
What is the population?
When did it become a city or town?
Why was it named as it is?
How long is it?
How wide?
How many churches?
How many schoolhouses?
Name some of the ministers.
Some of the doctors and lawyers.
Some of the farmers and storekeepers.
Who is the postmaster?
Who is the mayor (if a city), or one of the selectmen (if a town)?

AN ORDER.

A most contagious treason come to light.—*Shak.*

DID you notice it? A statement in the *Century* for June, on page 153, under the "Topics of the Times" discussion. Possibly it had better be read separately so that its full import may be gathered.

LITERARY NOTES.

PHYFE'S "7000 WORDS."

THE 24th thousand edition, revised and enlarged, with a supplement of over 1400 additional words, in which all the authorities formerly made use of, have been carefully consulted, and in addition, a special examination has been made of the *Century Dictionary*, and Webster's *International Dictionary*, together with all other available sources of information. The volume now contains more than 8600 words that have been found to give difficulty in pronunciation. D. Appleton & Co., New York.

THE latest bound quarterly volume of *The Living Age*, comprising the weekly numbers issued during the months of January, February and March, 1894, has been received, 824 pages. With this volume, the 200th from the beginning, the magazine completes its *fiftieth year* and enters upon a new (the sixth) series. This is the *high-tide* magazine, always full of the *best* literature the world produces. No ebb-tide since we commenced taking it, away back in the fifties. We wish every school library in the United States could be supplied with these elegant instructive volumes as they are published. Address Littell's *Living Age*, 31 Bedford Street, P. O. Box 5206, Boston, Mass.

An article entitled "The Schools of New York" will appear in the June number of *The American Journal of Politics*. It is written by an exceedingly bright woman and is a reply to the recent criticisms of Dr. Rice on the New York schools. It will put some of the Doctor's criticisms in a very ridiculous light. The price of this magazine has been reduced from \$4.00 to \$3.00 a year. A back number will be sent as a sample copy on receipt of 15 cents. Andrew J. Palm & Co., 114 Nassau Street, New York City.

REV. PHILIP S. MOXOM is an interesting figure at present in our religious world. He is one of the battle grounds where the disciples of the old and of the new contend. His religious position has been the occasion of no more controversy at this time than his radical position upon social and industrious questions. His strong article on Christian Socialism in the March number of the *New England Magazine* will attract the earnest attention of very many. It is not only a comprehensive and striking presentation of the subject, but is one of Dr. Moxom's most energetic and characteristic utterances. It is accompanied by a fine portrait of the courageous preacher who is just leaving Boston for his new Springfield church. Warren F. Kellogg, 5 Park Square, Boston.

THE *Florida School Exponent*, published by Florida School Exponent Publishing Co., Tallahassee, Fla., seems to be a live, strong paper, deserving of success. A proposition was made by Profs. J. F. Williams and Tom F. McBeath to guarantee a Florida school

journal of size, etc., adopted by the committee, and edited by Florida teachers. We hope every teacher in Florida will take, and read, and circulate a half dozen copies.

THE *Educational Courant*, of Louisville, Ky., in speaking of the direct money value to the teacher, as a result of circulating this journal among the people, said: "A year or two ago the editor of the *AMERICAN JOURNAL OF EDUCATION*, St. Louis, urged that a liberal distribution of that paper among the teachers, school officers and taxpayers would reimburse each teacher circulating it four-fold its cost each year. The teachers caught the idea, and wisely and zealously aided until one hundred and fifty thousand copies were put into circulation. At the close of the next year the report of the State Superintendent of Public Instruction for Missouri showed the increase in the average wages of each teacher in the State to be \$19.62."

A Little Bit of Arithmetic.

189 deducted from 224 leaves a difference of 35. That is the number of miles the Missouri Pacific is shortest between St. Louis and Sedalia. Leave St. Louis at 8:20 p. m., arrive at Sedalia at 3:10 a. m. in an excellent Pullman car, passengers being allowed to occupy berths until a reasonable hour in the morning. Remember this is the first, and consequently termed "The Old Reliable Line." Ticket offices, N. W. Corner Broadway & Olive St., and Union Depot. may2t

IMPORTANT.—Every teacher should be somewhat posted on Kindergarten theory and practice. Write to the address given below, and we will send you our course of reading; kindly enclose postage for same. If those who desire to introduce Kindergarten work among primary pupils will write us, we will help them to do so free of charge. Address, Kindergarten Literature Co., Woman's Temple, Chicago, Ill. 5-m3.

Some are Continually Quoting Wrong.

THE idea of advertising circuitous lines as BEST ROUTES between certain points, when such is not the case, is very misleading to the public. The MISSOURI PACIFIC RAILWAY is unquestionably the premier route St. Louis to Kansas City and the West, and is also popular owing to its passing through Jefferson City and Sedalia in a direct line. Ticket offices N. W. Cor. Broadway and Olive St., and Union Depot. may2t

WE do not make this journal a medium for grumblers to use to beat down interest in our schools. We do not put clubs into the hands of ten thousand enemies in each issue, which can be used to destroy the influence of the men and women who are devoting the best years of their life to the education of the children of this state and nation.

American Journal of Education. BUSINESS DEPARTMENT.

Business Notes.

MR. L. P. GOODHUE, who has had many years experience as an advertising agent, has taken charge of our advertising department.

TEACHERS wanting employment for the summer should address P. W. Ziegler & Co., Box 1682, St. Louis, Mo., who offer great inducements for special work to which teachers are well fitted, and which pays \$75 to \$150 per month.

MR. GEO. W. PARKER, president and general manager of the St. Louis & Cairo Short Line Railroad, who has for more than a quarter of a century been working so successfully to link the rich harvests—commerce and new industries of the South and Southeast to St. Louis—cannot but feel deeply gratified over the action taken by the directors of this important line at their recent meeting in this city.

Mr. Parker, who has been unanimously re-elected president and general manager for twenty-five consecutive years, was granted a six-months vacation for rest and recreation. The Cairo Short Line is not run in the interest of a lot of unscrupulous "stock jobbers," but for the benefit of the people and of the stockholders, granting every possible facility to its patrons, consistent with a wise, sound, financial judgment. During the vacation of the president, his able, faithful, and competent assistants, Mr. C. F. Parker, assistant general manager, Mr. W. S. Wilson, superintendent, and Mr. Geo. F. Lary, general passenger agent, will see that every interest is carefully looked after, and that the convenience of the public—its highest aim—with attentive service, close connections, and safe transit is maintained.

At a meeting of the stockholders held here last week the following resolutions were unanimously adopted on recommendation of the directors:

WHEREAS, The president of this company, Mr. Geo. W. Parker, is now completing his thirty-second year of service with this company—seven years of which were rendered as its counsel, and twenty-five years as its general manager; be it

Resolved, That the bondholders and stockholders of the St. Louis, Alton and Terre Haute Railroad Company desire to record their grateful recognition of the eminently faithful and efficient services of Geo. W. Parker in the various offices of counsel, general manager, treasurer, vice-president and president of this company, extending over a period of thirty-two years. Their respect and regard for him have continually been increased by reason of the exceptional capacity and integrity which have been displayed during his never-failing devotion of his fullest energies to the interests of this company in the most conscientious manner.

Resolved, That the congratulations of the stockholders be extended to him upon the continuance of health and strength, with the hope that they may not fail for many years to come.

Resolved, That Mr. Parker be requested, at his convenience, and when he deems it wise, to indulge himself in a lengthened vacation for well-earned rest, and to that end a leave of absence for six-months is hereby most cordially tendered and voted.

Uniform Examinations.

ON CIVIL GOVERNMENT.

1. The responsibility for the acts of the Government rests with the people. Give one argument for the truth of this statement.

2. (a) Of what two branches is Congress composed? (b) For how long a term are the members of each branch elected? (c) By whom are the members of each branch chosen?

3. What is meant by (a) import duties; (b) excise duties; (c) income tax?

4. State one reason for exempting certain kinds of property, such as churches and hospitals, from taxation.

5. What prevents the President from becoming autocratic and tyrannical in his exercise of authority?

6. (a) What officers in this State correspond to the cabinet officers in the United States? (b) How do they differ as to the source of their right to the office?

7. State one advantage and one disadvantage in having the work of the Legislature done largely by committees.

8. (a) State one advantage of trial by jury. (b) State one disadvantage.

9. (a) What is meant by an appointive office? (b) By an elective office? (c) Give an example of each.

10. If a State has twenty-nine electoral votes, how many representatives has it in Congress? Explain.

ANSWERS—CIVIL GOVERNMENT.

1. The officers elected are simply the representatives of the people. Therefore the people are responsible for the acts of those whom they choose as representatives. (Other correct answers accepted.)

2. (a) House of Representatives and Senate. (b) Representatives for two years, Senators for six years. (c) Representatives directly by the people, Senators by the several State legislatures.

3. (a) A tax levied on imported goods. (b) A tax levied on home products or manufactures. (c) A tax levied upon the fixed or estimated annual income of a person.

4. They contribute to the general welfare of the State and to the good of communities in which they are located. Therefore they should be exempt from State and local taxes. (Other correct answers given.)

5. The power of Congress to review his acts, and to remove him from office by impeachment.

6. (a) The administrative officers—Secretary of State, Comptroller, Treasurer, Attorney-General, State Engineer and Surveyor. (b) The officers in the State are elected by the people, the cabinet officers are appointed by the President.

7. It saves time and expedites business. It divides responsibility and affords opportunity for jobbery.

8. Answers will differ.

9. (a) One which is filled by appointment. (b) One which is filled by vote of the people. (c) Examples will differ.

10. (a) Twenty-seven. (b) The electoral vote of any State is based upon the total number of United States Senators and Representatives which that State has in Congress. Since each State has two United States Senators in Congress, the State mentioned must have the number of Representatives denoted by the difference between twenty-nine and two.

Business.

FELLOW teachers, have you noticed how our JOURNAL is growing from month to month? Have you read those excellent articles by the author of the Preston Papers? Did you see the advertisement of "Snap Shots" by an old maid? We have made a special arrangement with the publishers, and can give you a copy. Yes, positively give it to you! For one dollar you can have the AMERICAN JOURNAL OF EDUCATION one year, and also a copy of "Snap Shots." Read again our offer of "Evangeline." It is a beautiful gift.

Another thing: We are appointing agents to work for the JOURNAL at the summer institutes. Do you want to attend your institute, pay all expenses, and make from \$15 to \$40 besides. If so, please write us for special terms to agents.

Please look over our advertising columns carefully. There are many good things there; but when writing the advertiser, be sure to mention the JOURNAL, for you know this is

BUSINESS.

Marry this Girl—Somebody.

MR. EDITOR:—I stained a blue silk dress with lemon juice; what will restore the color? I am making lots of money selling the Climax Dish Washer. Have not made less than \$10 any day I worked. Every family wants a Dish Washer, and pay \$5 quickly when they see the dishes washed and dried perfectly in one minute. I generally sell at every house. It is easy selling what every family wants to buy. I sell as many washers as my brother, and he is an old salesman. I will clear \$3,000 this year. By addressing J. H. Nolen, 60 W. Third Ave., Columbus, Ohio, any one can get particulars about the Dish Washer, and can do as well as I am doing.

Talk about hard times; you can soon pay off a Mortgage, when making \$10 a day; if you will only work; and why won't people try when they have such good opportunities. MAGGIE R.

READ THIS GENEROUS OFFER.

Beginning with May 1st, and continuing until August 1st, 1894, we will give to every new or renewing subscriber to our beautiful magazine, UNIVERSAL TRUTH, a copy of "Truth's Fairy Tales," by Julia Winchester. These "Tales" clearly and beautifully lead us from "Shadowland" to the "Gates of Understanding."

Children, both great and small, enjoy this book, price of which is 60 cents, postpaid. We make this splendid offer to give it away until August 1st, when it will be positively withdrawn, unless our stock of these books is exhausted before that time.

UNIVERSAL TRUTH

Is a non-sectarian magazine, devoted to Divine Healing, Spiritual Culture and Good Conscience. It is thoroughly Christian in character. Those trained in Science and accustomed to correct reasoning find in its subject matter equal satisfaction with those of simpler education. Many testify in writing to being healed body and soul from reading its pages. It follows no personality but the One who "put all things under his feet."—Jesus Christ only.

FANNY M. HARLEY, Editor.

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OUR OFFER. By special arrangements with the publisher we are able to offer this book to our readers at the remarkably low price of 40 cents, postage prepaid, or the best way is to get us one subscriber at \$1.00 and we will send you the book absolutely free.

Address,
AMERICAN JOURNAL OF EDUCATION,
206-212 Vine Street, St. Louis.

MRS. VIRGINIA WADDY PALMER, author of *Waddy's Elements of Composition and Rhetoric*, is open to engagement as assistant in high school, seminary or female college—session '94-'95. Address: Greenville, Augusta Co., Va. may3t

SOME idea of the amount of traveling done over the various railroad lines of the country by our more than four hundred thousand teachers may be gathered from the fact we have now on hand a record of over 1,600 educational gatherings during the summer of 1894. Yes, the railroad is a great and a helpful factor in our educational progress.

The Albert Teachers' Agency, 211 Wabash Avenue, CHICAGO.

We now need hundreds of Teachers to fill vacancies on our books. They are direct from employers, not heresay. Send for particulars.

UNIVERSITY OF MICHIGAN—SUMMER COURSES.

During the summer of 1894, beginning July 9th and continuing six weeks, courses of instruction will be offered in Mathematics, Sciences, Languages and other branches of study. These courses are primarily intended for teachers, and will be given by the members of the Literary Faculty. For circulars and information, address

apr3t

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large quantities of Bunting and Flags are being manufactured in Europe for import into the United States, and will soon be offered in competition with American-made goods, and those who believe American Flags should be made in America, of American Bunting, kindly remember that in the making of our Flags, nothing but the best American Bunting is used. This fact coupled with our guarantee of return at our expense, if not thoroughly satisfactory, should, we believe, receive some consideration when contemplating the purchase of a Flag. Send for catalogue, free.

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